

1 **Grade Seven—World History and Geography: Medieval and**

2 **Early Modern Times**

3 **Global Overview: 300-1750 CE**

4 The medieval period provides students with opportunities to study the rise
5 and fall of empires, the diffusion of religions and languages, and significant
6 movements of people, ideas, and products. Students trace the development of
7 medieval civilizations and make connections with regional and present day world
8 maps. We can identify several major changes that took place during medieval
9 and early modern times.

10

- Long-term **economic** growth, despite some temporary dips, in the world's
11 population, beyond any level reached in ancient times.

12

- **Gradual decline of feudalism and rise of capitalism**
- A great increase in agricultural and city-dwelling populations in the world
14 compared to hunters and gatherers, whose numbers steadily declined.
- Technological advances that gave humans power to produce greater
16 amounts of food and manufactures, **allowing continued global population**
17 **growth.**

18

- Expansion of long-distance commercial, technological, and cultural
19 exchanges. By the first millennium BCE, these networks spanned most of
20 Afroeurasia, which encompassed the combined land masses and adjacent
21 islands of Africa and Eurasia. In the Americas, the largest networks were
22 in Middle America and the Andes region of South America. After 1500 CE,
23 a global network of intercommunication emerged.

24 • The rise of more numerous and powerful kingdoms and empires,
25 especially after 1450 CE, when gunpowder weapons became available to
26 rulers.

27 • The economic, political, cultural, and technological impact of western
28 maritime exploration.

29 • Increasing human impact on the natural and physical environment,
30 including new transport technology that allowed the diffusion of plants,
31 animals, and microorganisms to parts of the world where they had
32 previously been unknown.

33 The chronology may be divided into four major periods to help teachers and
34 students to make sense of the flow of significant changes in world history.

35 Students may explore change in every inhabited part of the world during this
36 period using source documents and evidence from archaeology. Students can
37 use the knowledge they gain in this course to create a school project that
38 promotes understanding of diverse cultures.

39

40 **300-600 CE: An Era of Troubles**

41 These centuries were turbulent times for many peoples of the world. Several
42 large empires either collapsed or shrank. These included the Han Empire in
43 China, the kingdom of Kush in northeastern Africa, and the western Roman
44 Empire. Important factors of decline included overextension of imperial military
45 forces, strains on agricultural resources, and disease epidemics. Also, mounted
46 warrior armies from Central Eurasia, including Huns and Germanic tribes,

47 assaulted China, India, Persia, and the Roman Empire. Commerce on the silk
48 roads across Eurasia decreased. The number of big cities went down from an
49 estimated 75 in 100 CE to only 47 by 500 CE.

50 Despite these troubles, the Roman state endured in the eastern
51 Mediterranean as the Byzantine Empire. Giant new states arose in Persia (the
52 Sassanids) and India (the Gupta). In West Africa, Ghana emerged as a new
53 commercial kingdom along the southern edge of the Sahara Desert. In East
54 Africa, Aksum flourished as a center of Indian Ocean trade. In the Americas,
55 Maya city-states prospered, and Teotihuacan in central Mexico became one of
56 the largest cities in the world. In Oceania, intrepid Polynesian explorers in
57 outrigger canoes settled new islands. In the realm of culture, both Christianity
58 and Buddhism attracted millions of new converts, partly because people sought
59 moral and spiritual certainties amid the insecurities of the era.

60

61 **600-1000 CE: New Vitality on the Networks of Exchange**

62 In the seventh century, a dynamic period of trade and cultural interchange
63 took hold across Afroeurasia. One factor stimulating interconnections was the
64 rise of new empires. One of these began in Arabia where its leader Muhammad
65 preached the monotheistic faith of Islam. A Muslim empire extending from Spain
66 to India did not last long, but its successor, the Abbasid state (751-1258),
67 emerged as a center of trans-hemispheric interchange and the wider spread of
68 Islam. In Asia, the Sui and Tang dynasties (589-907) reunited China, which
69 thereafter became Eurasia's major economic powerhouse. China exerted strong

70 cultural influences over Korea, Vietnam, and Japan, but those societies also built
71 distinctive civilizations. India was divided into several states, but its export trade
72 rivaled China's. In tropical Southeast Asia, Srivijaya emerged after 600 as a far-
73 flung trading empire, and both Hindu and Buddhist ideas emanating from India
74 gained strength in the region. To the west, the Byzantine state entered a time of
75 cultural flowering. Western Europe remained divided into numerous small polities
76 except for Charlemagne's attempt at empire building (768-814). Nevertheless,
77 Europe's population trended upward and commercial links to neighboring regions
78 became stronger. In the northern half of Africa, trans-Saharan caravan traffic
79 flourished, and Ghana rose to its zenith at the desert's southern edge. To the
80 south, Bantu-speaking farmers continued to found communities, displacing older
81 gathering populations and expanding town and trade networks. In the middle
82 Americas, the Maya city-states entered a time of disorder, but the Toltecs built an
83 extensive trade web.

84

85 **1000-1450 CE: Expanding Webs of Interaction**

86 The year 1000 CE represents a turning point in history because several key
87 long-term changes took shape about that time. In Afroseurasia, population growth
88 began to speed up, a trend linked to improved farm technology, settlement of
89 new lands, and a decline in death rate from certain infectious diseases.
90 Nevertheless, epidemics could strike. The Black Death of the 1300s caused the
91 population of Europe and the Mediterranean region to plummet temporarily by
92 about a third, **increasing the bargaining power of serfs and beginning the long-**

93 term demise of the institution of serfdom. Generally, though, the Eastern
94 Hemisphere experienced a great expansion of manufacturing, trade, and
95 urbanization. China was among the busiest centers of industry. Farther west,
96 cities such as Damascus and Cairo turned out luxury wares for shipment in all
97 directions. Europe emerged as a new focus of economic growth and urban
98 culture. The peoples of Japan, Korea, Southeast Asia, and sub-Saharan Africa
99 became increasingly linked into the trans-hemispheric web. Nomadic peoples
100 from central Asia succeeded in conquering a number of established civilizations
101 with the forging of the huge Mongol Empire in the thirteenth century. Christianity,
102 Buddhism, Hinduism, and Islam all appealed to people across boundaries of
103 language and culture. Jewish communities became dispersed more widely
104 across Eurasia and North Africa. In the Americas, empire and trade reached a
105 scale never known before, notably with the rise of the Inca state in South
106 America and the Aztec Empire in Mexico.

107

108 **1450-1750: The Great Global Convergence**

109 On the global scale, the most striking change of these centuries was the
110 interlinking of nearly every inhabited part of the world, especially Afroeurasia with
111 the Americas, as a result of European mariners opening new oceanic passages.
112 Europeans played an increasing role in the rising world economy by dramatically
113 increasing trade, financed largely by gold and silver from the Americas. People,
114 plants, and animals were introduced to places where they had previously been
115 unknown. This “Columbian Exchange” led to profound changes in economies,

116 diets, social organization, and, in the Americas, to a massive devastation of
117 Indian populations because of exposure to new disease microorganisms. This
118 mortality allowed European newcomers to conquer territories in the Americas.
119 Asia remained the world's most productive center of agriculture and
120 manufacturing until near the end of this era. Europeans also developed tropical
121 commercial crops in the Americas by bringing in African slaves. These forced
122 migrants outnumbered Europeans in the Americas until the nineteenth century
123 but at the cost of severe economic and demographic disruption in Africa. This era
124 was also the first age of firearms, which contributed to the expansion of several
125 large states in Afroeurasia. The expansion of global communications offered
126 opportunities to the world's major religions, notably to Christians in the Americas
127 and to Muslims around the Indian Ocean rim. The institution of credit, and
128 differing views about "usury" had far reaching effects on Europe and the Muslim
129 world. Finally, so much change in the world provoked searching investigations
130 into nature and the cosmos, notably the idea put forth in Europe that the universe
131 operates according to natural laws, which human reason can discover and
132 explain. These intellectual investigations posed a threat to the faith and political
133 power of the Church.

134

135 **The Expansion and Disintegration of the Roman Empire**

136 This unit builds on the sixth-grade study of Roman civilization, one of several
137 large empires that arose in Eurasia and Africa in the later centuries BCE.
138 Students explore the character and contributions of Roman civilization at its

139 height. Roman citizenship was initially awarded to people from the provinces as a
140 reward for service, for example, to retired auxiliary soldiers. They and their sons
141 then had the right to vote. Gradually, everyone in the provinces gained
142 citizenship, except for slaves. Broadening citizenship helped the empire run
143 smoothly. Students may look at examples of Roman laws, which also helped
144 solidify the empire. A body of laws was passed down through the centuries and
145 ultimately influenced legal systems in modern states such as France, Italy, and
146 Spain, as well as Latin American countries.

147 The Romans built cities throughout their empire, where residents benefited
148 from sophisticated art, architecture, and engineering. For example, the Romans
149 constructed huge aqueducts to bring water to cities from many miles away.
150 Students may research images and historical maps for knowledge of the Roman
151 paved road network, which allowed relatively fast travel across the empire.
152 Roman cities also had grand institutions and luxuries, such as theaters, baths
153 (for both bathing and socializing), stadiums, and elegant forums with markets and
154 law courts. Many great thinkers and writers, such as the Pliny the Elder, Juvenal,
155 Plutarch, and Virgil, lived and wrote during the Roman Peace (Pax Romana), the
156 two centuries of prosperity that began with the reign of Augustus Caesar (27
157 BCE–14 CE).

158 At its greatest extent, the empire stretched from Britain to Egypt and from the
159 Atlantic to Iraq. Students may analytically compare the western and eastern half
160 of the empire. The western part, which had few cities besides Rome, was poorer
161 and less populated than the east, which had a long tradition of urban life. In the

162 west, the main language of government was Latin, but in the east it was Greek.
163 People speaking Germanic languages migrated into the empire across its
164 northeastern frontier, especially along the Rhine and Danube rivers. From the
165 third century CE onwards, emperors struggled to cope with attacks on these
166 frontiers. The emperor Diocletian separated the Roman Empire in half in the third
167 century CE. In the early fourth century, the emperor Constantine oversaw a
168 period of stability and established a new, eastern capital at Byzantium, which he
169 renamed Constantinople.

170 Eventually the empire in the west fell, though the eastern half continued to
171 thrive. Students may examine the range of factors that might have contributed to
172 the collapse of western Rome. Teachers may point out problems of declining
173 financial resources, political corruption that undermined citizenship, the rise of
174 insubordinate military groups, excessive reliance on slave labor, and worsening
175 frontier assaults and revolts.

176 Christianity began spreading in the empire in the first century CE, becoming
177 ever more popular though initially banned. It became legal under Constantine,
178 who convened the first ecumenical council that wrote the Nicene Creed, a
179 summary of Christian beliefs. Christianity soon became the official religion of the
180 empire. Students may query why Christianity continued to grow despite the
181 insecurity that accompanied the decline of the western empire. Teachers may
182 point out the significance of the early church in preserving and diffusing
183 knowledge of Roman language, law, philosophy, and art to early medieval
184 Western Europe.

185 Students may discuss why the empire survived in the east. Comparative
186 factors include the benefits of having greater manufacturing and commerce,
187 more tax revenues, and more effective defenses against nomadic cavalry attacks
188 from the north. The Byzantine Empire, as the eastern lands became known, had
189 strong historical connections to earlier Hellenistic civilization. This state was
190 highly centralized, and Constantinople (today Istanbul) became the center of the
191 Orthodox Christian Church, which used the Greek language. A variety of different
192 beliefs and practices developed within early Christianity, notably differences
193 between the Roman Catholic, or Latin Church based in Rome, and the Greek
194 Church based in Constantinople. The division of the two churches in the eleventh
195 century marked the first formal institutional break within Christendom. Both the
196 **Byzantium** **Byzantine** Empire and Orthodox Christianity had profound cultural and
197 religious influence on peoples of Southeastern Europe and Russia.

198

199 **The Civilizations of Islam**

200 Muhammad (ca. 570-632 CE) began in 618 CE to preach the faith of Islam in
201 Mecca, a small city in the Arabian Peninsula. Students may examine a climatic
202 map of the Eastern Hemisphere to see that most of this peninsula falls within a
203 long belt of dry country, due to descending air from the equator. This area
204 extends from the Sahara Desert to the arid lands of northern China. Across this
205 dry zone, including Arabia, pastoral nomads herded camels and other animals,
206 and oasis cities sheltered farmers, artisans, and merchants. A map of the
207 hemisphere also shows students that Arabia, the Red Sea, and the Persian Gulf

208 were natural channels of land and sea trade carrying spices, textiles, and many
209 other goods between the Indian Ocean world and the Mediterranean, including
210 Europe.

211 Students will learn that Islam became established along with Judaism and
212 Christianity as an “Abrahamic” religion, that is, a faith built on the ancient
213 monotheism of Abraham. According to Muslim tradition, Muhammad, an Arabic-
214 speaking merchant, preached revelations from God. This message declared that
215 human beings must surrender themselves wholeheartedly to the will of the one
216 God and must treat one another with equality and justice. Islamic teachings were
217 set forth principally in the Qur'an, the body of revelations later written down, and
218 in the Sunnah, that is, the sayings and actions of Muhammad. Students learn
219 how the Qur'an and the Sunnah served as foundations for the Shari'ah, the
220 religious laws governing moral, social, and economic life. Islamic law, for
221 example, rejected the older Arabian view of women as “family property,”
222 declaring that all women and men are entitled to respect and moral self-
223 governance. At the same time, students investigate the role of women in Islamic
224 civilizations.

225 Muhammad also founded a political state in order to defend the young Muslim
226 community. After his death, the supreme leaders of the Muslim community,
227 known as caliphs (*khalifas*), sent armies northward to seize part of the Christian
228 Byzantine Empire and all of Persia. Map study will show students that by 750 CE,
229 the Arab empire centered first in Damascus, then Baghdad, extended from Spain
230 to northern India. At the same time, growing numbers accepted Islam, including

231 Persians, Greeks, and North African Berbers. Arabic, the language of both the
232 conquerors and the Qur'an, achieved gradual dominance across much of the
233 Middle East and North Africa. Persian also acquired prestige in Muslim
234 civilization as a language of literature and science.

235 The huge Arab empire broke into several states after 750, but most of the
236 Middle East remained unified under the caliphs of the Abbasid dynasty (751-
237 1258). That region, therefore, became a strategic hinge of trade and cultural
238 exchange for the entire Eastern Hemisphere. For example, paper-making
239 technology reached the Middle East from China about the eighth century and
240 spread from there to Europe in the following 300 years. Students may research
241 important food plants that were more widely diffused along the exchange routes,
242 including sugar cane, oranges, melons, eggplants, and spinach. Muslim
243 merchants came to operate from China to the Mediterranean, their trade
244 facilitated by shared acceptance of Shari'ah law.

245 In Baghdad, **Granada**, and other Muslim-ruled cities, Muslim, Christian, and
246 Jewish scholars collaborated to study ancient Greek, Persian, and Indian
247 writings, forging and widely disseminating a more advanced synthesis of
248 philosophical, scientific, mathematical, geographic, artistic, medical, and literary
249 knowledge. Students may investigate the work of al-Khwarizmi, a Persian
250 mathematician of the ninth century, who applied the base-ten numerical system
251 pioneered in India to the study of algebra, a word derived from the Arabic *al-jabr*,
252 meaning "restoration." Muslim civilization became notably cosmopolitan, as
253 merchants and scholars founded new communities and won converts from sub-

254 Saharan Africa and east to the Indian subcontinent to Southeast Asia.

255 Conversion slowed in India with the emergence of Sikhism in 1469.

256

257 **China in the Middle Ages**

258 Throughout the medieval era, China had a larger population and economy
259 than any other major region of the world. During much of that period, it was
260 politically unified under a succession of dynasties. The first two of these were the
261 Sui (581-618) and Tang (618-907) Dynasties, whose military campaigns not only
262 reunited China after three and a half centuries of fragmentation but also
263 expanded the imperial realm. The Tang rulers also presided over a remarkable
264 economic and cultural flowering, which continued through the era of the Northern
265 and Southern Song Dynasties (960-1279). Students may review maps of China,
266 especially noting the differences in climate and ecology between the northern
267 Huang He, or Yellow River valley and the southerly Yangzi valley. China's
268 economic surge in the Tang and Song periods was concentrated in the warm
269 central and southern latitudes, especially the Yangzi valley. Teachers may ask
270 students to explore the wide range of changes that occurred between the
271 seventh and thirteenth centuries: population growth, expansion of food
272 production, urbanization, spread of manufacturing, and technological innovation.
273 Chinese laborers and merchants extended the empire's canal and navigable river
274 system to about 30,000 miles. Blast furnaces quadrupled the output of iron and
275 steel in the eleventh century alone. Technicians experimented with gunpowder
276 rockets and bombs. Woodblock printing became a standard industry, and printed

277 books circulated widely. The hundreds of inventions of the Tang and Song eras
278 included the magnetic compass, advanced kilns for firing porcelain, and wheels
279 for spinning silk. Chinese farmers perfected the technology of selecting and
280 drying tea leaves.

281 Students may examine descriptions from source documents of the seagoing
282 ships that Song naval architects designed. The largest of these vessels were
283 equipped with as many as five decks and giant sails of bamboo matting. China's
284 foreign trade soared in the twelfth century, as more Chinese merchants joined
285 the Malay, Indian, Arab, and Persian traders who crisscrossed the China seas
286 and the Indian Ocean basin.

287 China suffered devastating invasions between 1211 and 1276, when Mongol
288 and Turkic cavalry overran most of East Asia and conquered Southwest Asia,
289 Russia, and penetrated parts of Eastern Europe. Students will learn of the severe
290 damage these invasions inflicted on China's economy. They will also discover
291 that once the fighting ended, the Mongol rulers, who established the Yuan
292 Dynasty (1276-1368), promoted both industry and the caravan trade of the trans-
293 Eurasian silk roads. The Chinese Ming Dynasty that followed (1368-1644)
294 practiced similar policies. Between 1405 and 1433, fleets of ships sponsored by
295 the Ming emperor made seven major voyages to trade and collect tribute in the
296 Indian Ocean and as far west as the Red Sea and East Africa.

297 Buddhism, introduced in earlier centuries from India, spread widely in China
298 during the Tang period and began to alter religious life in neighboring Korea and
299 Japan as well. Buddhist ideas intermingled with those of both Daoism, a Chinese

300 religion emphasizing private spirituality, and Confucianism, the belief system that
301 stressed moral and ethical behavior. Students may read selections from the
302 writings of neo-Confucian scholars. In the twelfth and thirteenth centuries, they
303 wove together several strands of the three traditions, emphasizing moral living,
304 daily ritual, and dedication to family and community. Neo-Confucianism also
305 incorporated Buddhist and Daoist ideas about nature and the cosmos.

306 The Chinese imperial system was guided by Confucian principles. These
307 specified that government should operate as a strict hierarchy of authority from
308 the Emperor, who enjoyed the “Mandate of Heaven” as long as he ruled justly,
309 down to the local village official. Teachers may ask students to compare testing
310 in their school with the Chinese civil service examinations that candidates for
311 imperial office had to take beginning in the eleventh century. These exams
312 ensured that holders of power were not just children of wealthy nobles but had
313 Confucian ethical training and advanced literacy.

314

315 **The Sub-Saharan Civilizations of Medieval Africa**

316 As of 500 CE, the populations of farming and animal-herding peoples in Africa
317 south of the Sahara Desert were steadily rising. This trend included West Africa,
318 a region that overlapped four large zones of climate and vegetation running west
319 to east. By studying maps and geographic information, students will learn that the
320 most northerly belt is the intensely arid Sahara, home to oasis-dwellers and
321 pastoral nomads. Just south of the desert is the semiarid Sahel zone, where
322 cattle and camel herding predominated. Third is the tropical grassland, or

323 savanna, which had sufficient rainfall to support farmers and their fields of rice,
324 sorghum, and millet. In the far south is the wet tropical forest. There, settled life
325 depended on cultivation of root crops and other forest foods.

326 In the Sahel and savanna, agriculture and herding supported the growth of
327 regional trade. Tracing a great arc across West Africa, the Niger River provided a
328 natural highway of communication linking different ecological zones. Farming,
329 trade, and early development of iron smelting stimulated town-building. Teachers
330 may guide students to the rich archaeological evidence for Jenne-jeno, a city that
331 flourished in the upper Niger River valley in the early centuries CE. Its artisans
332 produced iron tools, copperware, gold jewelry, and fine painted ceramics.

333 Population and agrarian wealth were more than sufficient to support state-
334 building ventures south of the Sahara in the first millennium CE. Students may
335 read selections from Arab geographers who described the Sahel and Sudan,
336 labeling the region the *bilad al-sudan*, that is, “the land of black-skinned people,”
337 or simply the Sudan. Among centralized states, Ghana emerged about the eighth
338 century in the western part of the Sahel zone. The king of Ghana commanded a
339 large royal household, a hierarchy of officials, and an army of infantry archers.

340 The dense populations that inhabited the Mediterranean lands and the Sudan
341 created interconnections by pioneering trans-Saharan camel caravan routes.
342 Both Muslim and Christian rulers and traders in the Mediterranean region craved
343 African gold, notably for coinage. West African merchants acquired gold from
344 mines in the Sudan and shipped it to towns in the Sahel, where caravans carried
345 it northward. Some of this African bullion then flowed into Europe or eastward

346 toward India. Students may investigate how the trans-Saharan routes connected
347 to the larger network that embraced most of Eurasia. Northbound caravans also
348 shipped ivory, ostrich feathers, and slaves captured in raids and wars. Merchants
349 force-marched these captives, predominantly young women, to the
350 Mediterranean or Middle East principally to serve in Muslim households and
351 armies. The southbound trade included salt from Saharan mines, a commodity
352 that commanded huge demand in West Africa. Other southbound commodities
353 included copper, horses, and Arabic books. Arabic- and Berber-speaking
354 merchants from North Africa likely introduced Islam to West Africa in the eighth
355 century. They established bonds with Sudanic traders, many of whom converted
356 to the new faith. The Ghana empire had Muslim officials, though the kings
357 probably did not convert.

358 Ghana slowly crumbled in the eleventh and twelfth centuries, but around
359 1240, Mali emerged to rule over a large part of the western Sudan. Students may
360 read the epic of Sunjata (Sundiata), a heroic king associated with the rise of Mali.
361 This epic is an example of historical knowledge that West Africans preserved
362 orally in poetry and song. Mali's rulers accumulated wealth collecting tributes
363 from African farmers and taxing trans-Saharan trade. The royal court employed
364 staffs of both foreign and native-born Muslims as administrators, and Arabic
365 became the written language of government and diplomacy. Most of the kings
366 and their officials professed Islam and introduced Islamic law, though most of the
367 Sudan's population adhered to their local religions for several more centuries. In
368 the 1300s Timbuktu, a city near the Niger River, rose as a regional center of

369 trade and Islamic learning. Students may read selections from the travel book of
370 Ibn Battuta, the Moroccan lawyer who visited the Sudan in the 1350s. Mali
371 reached its zenith in the mid-fourteenth century, but civil struggles and revolts led
372 to its gradual decline. Other empires, notably the Songhay state, followed in the
373 fifteenth and sixteenth centuries.

374

375 **Medieval Japan**

376 The hunting and gathering people who inhabited Japan’s island chain
377 adopted agriculture about 2,500 years ago, when farmers migrated from Korea to
378 introduce rice cultivation. Students may use maps to situate the Japanese
379 archipelago within the larger geography of East Asia. The coming of agriculture
380 represents an early example of cultural and commercial contacts between Japan
381 and both Korea and China. After farming arrived, Japan’s population grew
382 steadily, and its interactions with the wider Eurasian world became progressively
383 more complex.

384 Between the fifth and eighth centuries CE, land-holding chieftains on Japan’s
385 central island of Honsho accumulated enough military power to found a central
386 state and a dynasty called the Yamato. Those rulers claimed the title of
387 “heavenly sovereign,” or emperor. Japanese tradition links the major political and
388 cultural developments of that period with Prince Shokotu (574-622), who served
389 as regent for a reigning empress.

390 About 850 CE, the Yamato rulers lost their grip on political affairs, and
391 aristocratic palace families assumed real power. The emperors retained their

392 throne, but played mainly a ritual role. The population generally abided by local
393 beliefs and ceremonies, known as Shinto, to influence the supernatural world,
394 including the spirits of ancestors. The Yamato emperors and empresses made
395 ritual offerings that, according to tradition, prevented trouble for the whole
396 society. Students will learn that this pattern of aristocratic clans succeeding one
397 another as rulers under the sovereignty of a ceremonial but powerless emperor
398 continued into modern times.

399 Between the third and sixth centuries, when China was politically fragmented,
400 many Chinese and Koreans migrated to Japan in search of refuge or opportunity.
401 Those newcomers introduced many innovations, including advanced metallurgy,
402 writing, silk production, textile manufacture, paper-making, and Buddhism. Also,
403 China's immense power under the Tang Dynasty (618–907) stimulated Japanese
404 interest in Chinese and Korean culture. Literary scholars, officials, and Buddhist
405 monks traveled to Japan. In turn, Japanese intellectuals went west to seek
406 knowledge, learn Confucian statecraft, and acquire Buddhist texts, some made in
407 Korea with some of the earliest known wood-block printing technology. Students
408 will examine Buddhism's success in Japan, a development helped by this
409 religion's adaptation to the older Shinto practices. For example, Shinto nature
410 gods became associated with Buddhist spirits and saints.

411 From about 1000 CE, the Japanese aristocratic class creatively combined
412 Chinese or Korean ideas with Japanese ways to form a new civilization with
413 distinctive literature and arts. For example, Japanese officials adopted rules of
414 government derived from imperial China but tailored them to their own smaller

415 population and territory. Scholars developed a writing system that used simplified
416 Chinese characters to represent Japanese sounds. Moreover, several
417 aristocratic women wrote literary works in Japanese. Students may read
418 selections from the *Tale of Genji*, a novel about a courtier's life written by Lady
419 Murasaki Shikibu sometime between 990 and 1012.

420 Between the ninth and the early fourteenth century, the Fujiwara and the
421 Miramoto families ruled Japan in succession. In the 1180s, the Miramoto
422 instituted a military government headed by a "great general," or *shogun*. Students
423 will learn that from that point to the mid-nineteenth century, professional fighters
424 of high social status, a class known as *samurai*, ran the Japanese state. Some of
425 those warriors became great estate lords called *daimyo*. The great majority of
426 them, however, served more powerful families as cavalry soldiers dedicated to a
427 code of courage, honor, and martial skill, a tradition that proved an enduring
428 element of Japanese culture. During those centuries, Japan's agriculture,
429 population, and urbanization continued to expand. Buddhism, notably the school
430 known as Zen, spread more widely among laboring men and women. Exchanges
431 with China and Korea grew, as merchants traded luxury goods in return for
432 Japanese silver, copper, timber, and steel swords.

433 The Chinese government began issuing paper money in 1024 C.E. The use of
434 paper money continued through the Sung, Yuan, and Ming dynasties. They
435 stopped using paper money around 1430 C.E. because counterfeiting and other
436 factors caused people to distrust paper currency and refuse to accept it in
437 exchange for goods and services.

438

439 The Mongol rulers of China tried twice to invade Japan in the late thirteenth
440 century but failed both times. Nevertheless Japan moved into a long period when
441 the *shoguns* had little control over the great *daimyo* lords. Strong central
442 government reappeared only in the sixteenth century with the rise of the
443 Tokugawa Shogunate.

444

445 **Medieval Europe**

446 Geographically, northern Europe lies within the temperate climatic zone that
447 in early medieval times was heavily forested. Atlantic westerly winds bring high
448 rainfall, mostly in winter, to ocean-facing Europe. Deeper into Eurasia, however,
449 these latitudes become drier and colder. In Mediterranean Europe, mild, rainy
450 winters and hot, dry summers prevail. Beginning in ancient times, farmers
451 converted forests of southern Europe into wheat fields, olive orchards, and
452 vineyards. Farming advanced more slowly in the dense woodlands and marshes
453 of the north.

454 Students learn in earlier studies that Europe was incorporated into the Roman
455 Empire. In the fifth and sixth centuries, however, the western empire fragmented,
456 causing population to fall, cities to shrink, and agriculture to contract. Students
457 may read selections from the historian Tacitus regarding the armed Germanic
458 migrants who overran Europe, dividing the region into small rudimentary
459 kingdoms. The major exception was Iberia, where Muslim warriors founded a
460 strong state. Students may investigate the reign of Charlemagne (768-814), the

461 Christian monarch who temporarily reunited a large part of Europe in the late
462 eighth century and shaped the history of Europe for many centuries.

463 After Charlemagne, political order was established in parts of western Europe
464 through feudal relations. Students explore the fundamental elements of this
465 system in which powerful noble warriors offered protection and farm estates, or
466 manors, to less powerful knights in return for loyalty and military service. Nobles
467 gained rights to hand down landed property to heirs. Consequently, mothers and
468 prospective wives often exerted great influence over marriages and family
469 alliances. Across much of Europe, landlords subjected ordinary men and women
470 to serfdom, a form of bondage that tied peasants permanently to estates and
471 obligated them to give their master labor and crops in return for security.

472 Together, serfs and free peasants employed new technologies, such as the
473 moldboard plow, to open new farm lands in Europe and, starting in the tenth
474 century, send agricultural production soaring. After about 1000 CE, strong new
475 centralized states began to emerge, notably England, France, and the Holy
476 Roman (German) Empire. Students learn that aristocratic families had enduring
477 success in England in establishing institutions such as Parliament, limiting the
478 power of the monarch in some measure. Students study the Magna Carta as an
479 example of the ways that the power of monarchs was limited during this era.

480 Students may trace on a map the spread of Christianity across Europe from
481 the fourth century, especially after the Roman emperors themselves converted to
482 this faith. The Church, whose hierarchy of clerics extended from the Pope down
483 to the village priest, became the largest, most integrated organization in Europe.

484 Students may investigate the significance of conflict between popes who claimed
485 political supremacy in Europe and secular monarchs who successfully resisted it.
486 Students learn about the split between the Orthodox Church, which
487 acknowledged the leadership of the patriarch of Constantinople, and the Catholic
488 Church, which remained loyal to the authority of the pope in Rome. Students may
489 also explore the Church's crucial cultural achievements, including the
490 establishment of Latin as a unifying language, patronage of universities, and the
491 founding of monastic orders that preserved Greek and Roman texts. Students
492 may examine the writings of Thomas Aquinas (1225–1274) to highlight
493 developments in European philosophy and theology.

494 Between about 1000 and 1300 CE, the navies and traders of European
495 states, notably in [the city states of Venice and Genoa](#) [Italy](#), rose to dominate
496 long-distance commerce in the Mediterranean and Black Seas, largely displacing
497 Muslim and Byzantine Christian merchants. In those centuries, Mediterranean
498 trade flourished, linking Europe more firmly to the networks of Africa and Asia
499 and contributing to the rise of towns and manufacturing as far north as
500 Scandinavia. Economic vitality in Europe also propelled Christian knights, and
501 peasants who followed them, to seek new land and wealth. Teachers may
502 encourage students to place the Holy Land Crusades of the eleventh to
503 fourteenth centuries in the context of similar military expansion in the Iberian
504 Peninsula. The conquests in Iberia eliminated the Muslim states there, though
505 the Eastern Crusades in Syria, Palestine, and North Africa did not permanently
506 succeed against Muslim opposition. Students can also explore how the Crusades

507 led to the Turkish incursions into **southeastern** Eastern Europe, the European
508 failure to prevent these invasions, and the eventual Turkish conquest of the
509 region. Both the Crusades and Mediterranean trade facilitated the diffusion of
510 both technologies and scientific ideas from the Muslim lands to Europe.

511 1. In the fourteenth century, Europe suffered severe losses of population and
512 production owing to climatic changes of the Little Ice Age and to the
513 disease pandemic, known in Europe as the Black Death that swept across
514 Eurasia and northern Africa between the 1330s and 1350s. Students may
515 explore a variety of descriptions of the pandemic's effects on European
516 and Middle Eastern societies. Also in this period, part of western Europe's
517 Jewish population, already having suffered expulsions and persecution,
518 and now blamed for the pandemic, migrated **into** Eastern Europe and
519 Russia to create vibrant new communities. The fourteenth century troubles
520 caused such labor shortages that in Western Europe former serfs sold
521 their labor on the free market, and **Medieval guilds provided training and**
522 **improved job skills while at the same time acted as monopolies to restrict**
523 **competition in their trades.** Estate lords lost power to rising centralized
524 kingdoms. In the fifteenth century
525 Europe's population and economic health gradually recovered, and Iberian
526 mariners launched their explorations of the African coasts, India and eventually
527 the Americas.

528

529 **Meso-American and Andean Civilizations**

530 Students begin their study of civilizations in the Americas by investigating the
531 large-scale geographical features of the two continents. A world map shows that
532 the north-south axis of the Americas extends nearly 11,000 miles. That axis
533 starts at the frigid Arctic rim of North America, crosses the equatorial rain forests
534 of the Amazon River basin, and ends at Tierra Del Fuego at the southern tip of
535 South America. Students may note other large features of the two continents, for
536 example, the mountain spine that runs nearly their entire length. This chain of
537 highlands divides the Americas longitudinally, separating narrow coastal plains
538 on the Pacific from broad plains on the eastern side that stretch toward the
539 Atlantic. Students may also note several great river systems, especially the
540 Mississippi and the Amazon, which have been channels of human
541 communication since ancient times.

542 With the development of agriculture in Meso-America and the Andean
543 highlands after 3000 BCE, farmers laid foundations for developments in
544 technology, social organization, and religious practice associated with early
545 civilizations, notably the Olmec and Chavín in the second millennium BCE. This
546 study focuses on the later civilizations of the Maya and Aztecs in the temperate
547 and tropical lands of Meso-America and the Incas in the Andes.

548 Between about 200 to 900 CE, the Maya region of southern Mexico,
549 Guatemala, and Belize had more than fifty independent city-states. Some of the
550 largest cities, for example, Tikal in Guatemala and Calakmul in Mexico, had
551 populations of up to 500,000. Enjoying rich maize agriculture and a complex
552 trade network, Maya societies produced monumental architecture, astronomy

553 observatories, a pictographic writing system that yielded libraries of thousands of
554 books, and a sophisticated calendar system based on a fifty-two-year cycle.
555 Students may compare mathematical systems that developed in Afroeurasia with
556 Maya mathematics, which utilized positional notation, the concept of zero, and a
557 base-20 numerical system. The monarchs and aristocratic families who ruled
558 these city-states kept order and defended their lands in wars with other city-
559 states. They also performed elaborate religious rituals to conciliate the gods who,
560 Mayans believed, commanded the rain and sun. Farmers, artisans, and hunters
561 paid taxes and supplied labor for construction of public temples, palaces, and
562 ceremonial ball courts. After about 750 CE, conflict intensified among city-states,
563 monumental construction diminished, and cities were gradually abandoned.
564 Teachers may ask students to explore various theories historians have offered to
565 explain Maya decline, including ecological degradation such as deforestation and
566 erosion.

567 The Aztec and Inca states both emerged as empires in the fifteenth century.
568 The Aztecs, a people who originally migrated from northern Mexico, owed a
569 strong cultural debt to the Maya and other earlier civilization builders in Meso-
570 America. Aztec armies achieved control over much of central Mexico and created
571 a state based on ingenious methods of farming, collection of tribute from
572 conquered peoples, and an extensive network of markets and trade routes.
573 Students may query Aztec ritual sacrifice and how its practice might be
574 explained.

575 Students may compare the Aztec empire with the Inca state that arose in
576 Andean South America. The Inca rulers built a highly centralized political system
577 that included a system of food distribution in times of poor harvests. They also
578 created a network of about 25,000 miles of government controlled roads that ran
579 along the Andes spine and served military, administrative, and commercial
580 purposes. In contrast to the Aztecs, the Incas did not have a writing system.
581 Students, however, may research Andean *quipus*, or sets of colored and knotted
582 strings used to keep complex records.

583 Both the Aztec and Inca empires fell to Spanish newcomers in the early
584 sixteenth centuries. Students may assess explanations that historians have given
585 for their defeat at the hands of small numbers of Europeans. Two key factors
586 aided European military efforts. The first was the introduction of infectious
587 diseases, such as smallpox and measles, which were endemic in Africa and
588 Asia, but against which American Indian populations lacked even partial
589 immunities. These diseases began to ravage societies in both North and South
590 America shortly after the Spanish invasions got underway. The second factor
591 was help from Aztec conquered tribes who wanted revenge.

592

593 **The Renaissance**

594 This unit examines the origins and significance of the Renaissance in
595 Western Europe with special focus on developments in Italy. From the late
596 thirteenth through fifteenth centuries, the Italian Peninsula was the principal
597 beneficiary of the expansion and intensification of European contact with Africa

598 and Asia through maritime commerce in the Indian Ocean and the Mediterranean
599 Sea and the revival of trade across the Silk Roads. Students should trace the rise
600 of banking paying particular attention to bankers in the Italian city-states of
601 Florence and Venice and the ways in which they facilitated commerce by moving
602 money to their branches as far away as England and Cyprus. Through long-
603 distance trade, a number of technologies from Asia were first diffused to Italy and
604 facilitated, for example, the development of the first European silk, paper and
605 gunpowder mills. As a consequence of long-distance trade and manufacturing,
606 and the rise of a banking system, the Italian Peninsula witnessed significant
607 urbanization and the formation of prosperous independent city-states such as
608 Venice, Genoa, Florence and Milan. Much like energy today, spices were a key
609 to wealth in Renaissance Europe. The quest for a western sea route to the Indies
610 and the source of spices propelled the maritime explorations of Columbus, da
611 Gama, Magellan and others.

612 With wealth generated from trade and industry, and inspired by a sense of
613 commercial and political rivalry, the Italian city-states experienced a remarkable
614 burst of creativity that produced the artistic, literary and scientific advances of the
615 Renaissance. Florence and Venice in particular were important centers in both
616 the creation and spreading of Renaissance ideas. Through extensive contact
617 with Byzantine and Islamic scholars, a considerable body of Greco-Roman
618 knowledge was rediscovered. This revival of classical learning fostered a new
619 interest in humanism—defined as the process by which both the moral and natural
620 world can be understood through human reason and investigation. Humanism

621 was an important product of the Renaissance and played a significant role in
622 advancing science, mathematics, and engineering techniques, as well as the
623 understanding of human anatomy and astronomy. Humanism also facilitated
624 considerable achievements in literature and the arts. Students may research the
625 literature of Dante Alighieri, Machiavelli, and William Shakespeare and the
626 painting and sculpture of Leonardo da Vinci and Michelangelo di Buonarroti
627 Simoni. After 1455, the printing press, using moveable metal type (technology
628 developed separately in Korea seventy years earlier), and the availability of
629 manufactured paper proved to be important means for disseminating humanism
630 and the outcomes of the Italian Renaissance to other parts of Europe and
631 beyond. In Northern Europe, humanist interest in the origin and development of
632 languages inspired the creation of new and more exacting Greek and Latin
633 versions of the New Testament as well as vernacular translations of the Bible.
634 The development of Christian Humanism and the emphasis upon an exacting
635 reading of the Christian scriptures were important influences upon early
636 Protestant thinkers associated with the Reformation. The end of the Italian
637 Renaissance in the sixteenth century is associated with the growing importance
638 of Atlantic trade relative to that of the Mediterranean, and French and Spanish
639 invasions that compromised the independence of Italian city-states.

640

641 **The Historical Developments of the Reformation**

642 At the onset of this unit, students become familiar with Christian Humanism,
643 which included the ideas of Desiderius Erasmus and the significance of the

644 translation of the Bible into the vernacular (particularly William Tyndale's English
645 version published in 1526). Students also study the rise of religious conflict and
646 persecution in Spain at the onset of the Early Modern Period. Centuries of
647 cooperation between Jews and Muslims were ended by the expansion of the
648 Spanish kingdom of Ferdinand and Isabella. Religious persecution was manifest
649 in the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in
650 1492.

651 The central focus of this unit is upon the Reformation in Europe. By the early
652 sixteenth century, criticism of the clerical and institutional practices of the
653 Catholic Church (e.g., the selling of indulgences and corruption by the clergy)
654 was extensive. Influenced by Christian Humanism, Martin Luther developed a
655 theological basis for this critique in arguing that Christian religious practice be
656 strictly guided by knowledge from within the New Testament alone (*sola*
657 *scriptura*) and that salvation was justified by 'faith alone.' John Calvin applied the
658 notion of *sola scriptura* to the Old Testament as well. The distinctions between
659 Lutheranism and Calvinism were significant and led to institutional division within
660 Protestantism. The key distinctive feature of Calvinism was its focus on
661 predestination and denial of free will, whereby those elected by God were
662 represented as certain of salvation and incapable of denying grace.
663 Denominationalism and demands for church self-government were important
664 consequences of the Protestant Reformation. Students may compare Protestant
665 and Catholic belief and practice by researching Catholic responses to
666 Protestantism. They may also study the role of the Council of Trent and the

667 Jesuits within the Counter-Reformation, as well as the revitalization and
668 reformation of the Catholic Church in the sixteenth century.

669 The political consequences of the Reformation were important. Most of
670 Germanic Europe became Protestant, while most of Latin Europe remained loyal
671 to Rome. Religious differences exacerbated political conflict and rivalry in early
672 modern Europe. Throughout Europe, the secular power of kings and local rulers
673 grew at the expense of church authority and facilitated centralization and in some
674 cases (as in France) of absolutism through the conceptualization of a divine right
675 of kings.

676 Christian reformation, and its exacerbation of political rivalry in Western
677 Europe, played a significant role in motivating colonization of the Americas, and
678 Catholicism in particular played an important role in early colonial societies in
679 Latin America and the Philippines. Christian reformation also played a
680 contributing role in European contact with Africa and Asia during the early
681 modern period, and indeed much of the first European knowledge and
682 investigation of Asia and Africa came from the Jesuits and other Catholic
683 missionary orders.

684 Religious enthusiasm and challenge to orthodoxy in the early modern period
685 was not unique to Europe. In South Asia Sikhism arose as a new religion
686 founded by Guru Nanak, a social reformer who challenged the authority of the
687 Brahmin and the power of the Mughal empire. Students may learn about the Sikh
688 Scripture (Guru Granth Sahib), articles of faith, turban, and Sikh history. The
689 three basic principles of Sikhism are honest living, sharing with the needy, and

690 praying to the same and one God. In Iran, the Safavid Dynasty gave support to
691 the Shi'a branch of Islam, challenging Sunni authority. On a global scale,
692 religious change in the early modern period tended to promote more personal
693 forms of practice at the expense of the power of entrenched religious institutions
694 and clerics. Students can create a chart, map, or time line representing the
695 establishment and distribution of major world religions.

696

697 **The Scientific Revolution**

698 This unit of study examines the Scientific Revolution in early modern Europe.
699 The long-term origins of the Scientific Revolution were rooted in the historical
700 connections with Greco-Roman rationalism; Jewish, Christian, and Muslim
701 science; and Renaissance humanism. European exploration and colonization in
702 this period also stimulated a desire for intellectual understanding of the human
703 and natural world. The methodologies associated with the Scientific Revolution
704 including empiricism, scientific observation, mathematical proof, and
705 experimental science. A number of significant inventions and instruments in this
706 period—the telescope, microscope, thermometer, and barometer—furthered
707 scientific knowledge and understanding. Students may research many of the
708 more significant scientific theories in astronomy and physics that developed
709 during the Scientific Revolution, including those associated with Galileo Galilei,
710 Nicolaus Copernicus, Johannes Kepler, and Sir Isaac Newton. Students may
711 also compare and contrast the important scientific methodologies advanced by
712 René Descartes and Sir Francis Bacon.

713 Although not without challenge, scientific thinking and rational thought in
714 Europe were reconciled with religious ideas and practice, in particular with
715 Calvinist forms of Protestantism, where belief in providence and predestination
716 encouraged investigation into the patterns of the natural world to discover the
717 plan of the divine. Newton's recognition that nature was understandable,
718 predictable, and bound by natural laws proved an important inspiration to Locke
719 and other early thinkers associated with the Enlightenment who argued that such
720 laws and understandings were applicable to the human and moral world as well.

721 The development of a unique culture of scientific inquiry in Europe was a
722 product of its autonomous universities, where scholars received some legal
723 protection and were relatively free to study and argue what they pleased. It was
724 also a consequence of European engagement with Asian learning and
725 knowledge and the challenge of categorizing and understanding unimagined
726 plants and animals in the Americas. Gradually, European scientific knowledge
727 was beginning to inform military, agricultural, and metallurgical technologies. By
728 the early eighteenth century, this culture of scientific inquiry was diffused beyond
729 Europe through the establishment of universities in Mexico, Peru, and North
730 America.

731

732 **Political and Economic Change in the Sixteenth, Seventeenth, and**

733 **Eighteenth Centuries**

734 This unit begins with an investigation of the cultural, economic, and political
735 origins of European overseas expansion in the Early Modern Period, with special

736 attention paid to the early initiative of Portugal and Spain in the late fifteenth and
737 sixteenth centuries. Students can investigate the significance and means of
738 incorporation and modification of Asian technologies in Europe's navigational,
739 maritime, and military development in the period. The Spanish and Portuguese
740 conquests in the Americas are examined with special focus upon the role of
741 disease in facilitating colonization. Students may investigate the hybrid nature of
742 Colonial Latin America and assess the contributions of native peoples to the
743 cultural, economic, and social practices of the region by 1750. Seventeenth-
744 century Dutch, English, and French conquest and colonization in the Caribbean
745 and North America are introduced and can be compared with developments in
746 Latin America.

747 The Early Modern Period witnessed greater global connection and exchange,
748 as European conquests and encounters in the Americas linked both hemispheres
749 in significant ways. The Columbian Exchange marks the important biological
750 exchange of disease, flora, and fauna between both hemispheres. The diffusion
751 of Afroeurasian diseases to the Americas had catastrophic demographic
752 consequences, and conversely the demographic impact in Afroeurasia of the
753 tillage of American crops such as maize and potatoes was positive. European
754 plantation and extractive economies led to the development of coercive labor
755 systems in response to labor shortages in the Americas. Silver from the
756 Americas played an important role in the creation of a global economy in this
757 period as Europeans traded the precious metal for goods from China and other
758 parts of the world. European states expanded their overseas commerce during

759 this period, though they did not seize extensive territories in Asia or Africa before
760 1750. **Asia** was still the source of the bulk of the world's manufactures, and to a
761 significant extent, as in the case of silver, European potential for economic
762 expansion was bound ultimately by Asian demand. Students can map much of
763 the content of this unit from the more important voyages of exploration to the
764 development of global trading patterns and the location of European colonies by
765 1750.

766 This unit concludes with a study of the Enlightenment and its political and
767 social impact by the end of the eighteenth century. The long-term origins of the
768 Enlightenment can be seen in the historical connections with Greco-Roman
769 political philosophy, Renaissance humanism, Protestantism, and the Scientific
770 Revolution. Beginning in the late seventeenth century, philosophers began to
771 employ the use of reason to scrutinize previously accepted political and social
772 doctrines. Students can investigate the writings and ideas of Enlightenment
773 thinkers such as John Locke, Charles-Louis Montesquieu, and Thomas
774 Jefferson, and gauge their impact on later revolutionary and democratic
775 movements and institutions. The study of the Enlightenment concludes with an
776 analysis of important Anglo-American historical documents that consider the role
777 and structure of the state and the liberties of institutions, groups, and individuals.
778 In this regard, students can compare the Magna Carta, the English Bill of Rights,
779 and the American Declaration of Independence.

780

781

Commented [JC1]: The Portuguese, Spanish and Dutch were active in Africa and Asia from 1500 on.

782

783 **History–Social Science Content Standards**

784 **Grade Seven**

785 **World History and Geography: Medieval and Early Modern Times**

786

787 **7.1 Students analyze the causes and effects of the vast expansion and**
788 ultimate disintegration of the Roman Empire.

789 1. Study the early strengths and lasting contributions of Rome (e.g.,
790 significance of Roman citizenship; rights under Roman law; Roman art,
791 architecture, engineering, and philosophy; preservation and transmission
792 of Christianity). and its ultimate internal weaknesses (e.g., rise of
793 autonomous military powers within the empire, undermining of citizenship
794 by the growth of corruption and slavery, lack of education, and distribution
795 of news).

796 2. Discuss the geographic borders of the empire at its height and the factors
797 that threatened its territorial cohesion.

798 3. Describe the establishment by Constantine of the new capital in
799 Constantinople and the development of the Byzantine Empire, with an
800 emphasis on the consequences of the development of two distinct
801 European civilizations, Eastern Orthodox and Roman Catholic, and their
802 two distinct views on church-state relations.

803 **7.2 Students analyze the geographic, political, economic, religious, and**
804 social structures of the civilizations of Islam in the Middle Ages.

805 1. Identify the physical features and describe the climate of the Arabian
806 peninsula, its relationship to surrounding bodies of land and water, and
807 nomadic and sedentary ways of life.

808 2. Trace the origins of Islam and the life and teachings of Muhammad,
809 including Islamic teachings on the connection with Judaism and
810 Christianity.

811 3. Explain the significance of the Qur'an and the Sunnah as the primary
812 sources of Islamic beliefs, practice, and law, and their influence in
813 Muslims' daily life.

814 4. Discuss the expansion of Muslim rule through military conquests and
815 treaties, emphasizing the cultural blending within Muslim civilization and
816 the spread and acceptance of Islam and the Arabic language.

817 5. Describe the growth of cities and the establishment of trade routes among
818 Asia, Africa, and Europe, the products and inventions that traveled along
819 these routes (e.g., spices, textiles, paper, steel, new crops), and the role
820 of merchants in Arab society.

821 6. The location of the Islamic world was ideal for trade. It lay between the
822 Mediterranean Sea and the Indian Ocean and covered parts of Europe,
823 Africa, and Asia. Taking financial risk and seeking profit, Muslim traders
824 traveled by land and sea, creating a network of trade routes that spanned
825 three continents. Muslim bankers issued letters of credit that could be
826 used anywhere in the empire. These lightweight paper documents were
827 easier to pack and safer to carry than heavy bags of coins.

828 7. Understand the intellectual exchanges among Muslim scholars of Eurasia
829 and Africa and the contributions Muslim scholars made to later civilizations
830 in the areas of science, geography, mathematics, philosophy, medicine,
831 art, and literature.

832 **7.3 Students analyze the geographic, political, economic, religious, and
833 social structures of the civilizations of China in the Middle Ages.**

834 1. Describe the reunification of China under the Tang Dynasty and reasons
835 for the spread of Buddhism in Tang China, Korea, and Japan.
836 2. Describe agricultural, technological, and commercial developments during
837 the Tang and Sung periods. Analyze the influences of Confucianism and
838 changes in Confucian thought during the Sung and Mongol periods.
839 3. Understand the importance of both overland trade and maritime
840 expeditions between China and other civilizations in the Mongol
841 Ascendancy and Ming Dynasty.
842 4. Trace the historic influence of such discoveries as tea, the manufacture of
843 paper, wood-block printing, the compass, and gunpowder.
844 5. Describe the development of the imperial state and the scholar-official
845 class.

846 **7.4 Students analyze the geographic, political, economic, religious, and
847 social structures of the sub-Saharan civilizations of Ghana and Mali in
848 Medieval Africa.**

849 1. Study the Niger River and the relationship of vegetation zones of forest,
850 savannah, and desert to trade in gold, salt, food, and slaves; and the
851 growth of the Ghana and Mali empires.

852 2. Analyze the importance of family, labor specialization, and regional
853 commerce in the development of states and cities in West Africa.

854 3. Describe the role of the trans-Saharan caravan trade in the changing
855 religious and cultural characteristics of West Africa and the influence of
856 Islamic beliefs, ethics, and law.

857 4. Trace the growth of the Arabic language in government, trade, and Islamic
858 scholarship in West Africa.

859 5. Describe the importance of written and oral traditions in the transmission
860 of African history and culture.

861 **7.5 Students analyze the geographic, political, economic, religious, and
862 social structures of the civilizations of Medieval Japan.**

863 1. Describe the significance of Japan's proximity to China and Korea and the
864 intellectual, linguistic, religious, and philosophical influence of those
865 countries on Japan.

866 2. Discuss the reign of Prince Shotoku of Japan and the characteristics of
867 Japanese society and family life during his reign.

868 3. Describe the values, social customs, and traditions prescribed by the lord-
869 vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting
870 influence of the warrior code in the twentieth century.

871 4. Trace the development of distinctive forms of Japanese Buddhism.

872 5. Study the ninth and tenth centuries' golden age of literature, art, and
873 drama and its lasting effects on culture today, including Murasaki Shikibu's
874 *Tale of Genji*.
875 6. Analyze the rise of a military society in the late twelfth century and the role
876 of the samurai in that society.

877 **7.6 Students analyze the geographic, political, economic, religious, and**
878 **social structures of the civilizations of Medieval Europe.**

879 2. Study the geography of the Europe and the Eurasian land mass, including
880 its location, topography, waterways, vegetation, and climate and their
881 relationship to ways of life in Medieval Europe.
882 3. Describe the spread of Christianity north of the Alps and the roles played
883 by the early church and by monasteries in its diffusion after the fall of the
884 western half of the Roman Empire.
885 4. Understand the development of feudalism, its role in the medieval
886 European economy, the way in which it was influenced by physical
887 geography (the role of the manor and the growth of towns), and how
888 feudal relationships provided the foundation of political order.
889 5. Demonstrate an understanding of the conflict and cooperation between
890 the Papacy and European monarchs (e.g., Charlemagne, Gregory VII,
891 Emperor Henry IV).
892 6. Know the significance of developments in medieval English legal and
893 constitutional practices and their importance in the rise of modern
894 democratic thought and representative institutions (e.g., Magna Carta,

895 parliament, development of habeas corpus, an independent judiciary in
896 England).

897 7. Discuss the causes and course of the religious Crusades and their effects
898 on the Christian, Muslim, and Jewish populations in Europe, with
899 emphasis on the increasing contact by Europeans with cultures of the
900 Eastern Mediterranean world.

901 8. Map the spread of the bubonic plague from Central Asia to China, the
902 Middle East, and Europe and describe its impact on global population.

903 9. Understand the importance of the Catholic church as a political,
904 intellectual, and aesthetic institution (e.g., founding of universities, political
905 and spiritual roles of the clergy, creation of monastic and mendicant
906 religious orders, preservation of the Latin language and religious texts, St.
907 Thomas Aquinas's synthesis of classical philosophy with Christian
908 theology, and the concept of "natural law").

909 10. Know the history of the decline of Muslim rule in the Iberian Peninsula that
910 culminated in the Reconquista and the rise of Spanish and Portuguese
911 kingdoms.

912 **7.7 Students compare and contrast the geographic, political, economic,**
913 **religious, and social structures of the Meso-American and Andean**
914 **civilizations.**

915 1. Study the locations, landforms, and climates of Mexico, Central America,
916 and South America and their effects on Mayan, Aztec, and Incan
917 economies, trade, and development of urban societies.

918 2. Study the roles of people in each society, including class structures, family
919 life, warfare, religious beliefs and practices, and slavery.

920 3. Explain how and where each empire arose and how the Aztec and Incan
921 empires were defeated by the Spanish.

922 4. Describe the artistic and oral traditions and architecture in the three
923 civilizations.

924 5. Describe the Meso-American achievements in astronomy and
925 mathematics, including the development of the calendar and the Meso-
926 American knowledge of seasonal changes to the civilizations' agricultural
927 systems.

928 **7.8 Students analyze the origins, accomplishments, and geographic
929 diffusion of the Renaissance.**

930 1. Describe the way in which the revival of classical learning and the arts
931 fostered a new interest in humanism (i.e., a balance between intellect and
932 religious faith).

933 2. Explain the importance of Florence in the early stages of the Renaissance
934 and the growth of independent trading cities (e.g., Venice), with emphasis
935 on the cities' importance in the spread of Renaissance ideas Understand
936 the effects of the reopening of the ancient "Silk Road" between Europe
937 and China, including Marco Polo's travels and the location of his routes.

938 3. Describe the growth and effects of new ways of disseminating information
939 (e.g., the ability to manufacture paper, translation of the Bible into the
940 vernacular, printing).

941 4. Detail advances made in literature, the arts, science, mathematics,
942 cartography, engineering, and the understanding of human anatomy and
943 astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di
944 Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

945 **7.9 Students analyze the historical developments of the Reformation.**

946 1. List the causes for the internal turmoil in and weakening of the Catholic
947 church (e.g., tax policies, selling of indulgences).

948 2. Describe the theological, political, and economic ideas of the major figures
949 during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John
950 Calvin, William Tyndale).

951 3. Explain Protestants' new practices of church self-government and the
952 influence of those practices on the development of democratic practices
953 and ideas of federalism.

954 4. Identify and locate the European regions that remained Catholic and those
955 that became Protestant and explain how the division affected the
956 distribution of religions in the New World.

957 5. Analyze how the Counter-Reformation revitalized the Catholic church and
958 the forces that fostered the movement (e.g., St. Ignatius of Loyola and the
959 Jesuits, the Council of Trent).

960 6. Understand the institution and impact of missionaries on Christianity and
961 the diffusion of Christianity from Europe to other parts of the world in the
962 medieval and early modern periods; locate missions on a world map.

963 7. Describe the Golden Age of cooperation between Jews and Muslims in
964 medieval Spain that promoted creativity in art, literature, and science,
965 including how that cooperation was terminated by the religious
966 persecution of individuals and groups (e.g., the Spanish Inquisition and
967 the expulsion of Jews and Muslims from Spain in 1492).

968 **7.10 Students analyze the historical developments of the Scientific
969 Revolution and its lasting effect on religious, political, and cultural
970 institutions.**

971 1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism;
972 Jewish, Christian, and Muslim science; Renaissance humanism; new
973 knowledge from global exploration).
974 2. Understand the significance of the new scientific theories (e.g., those of
975 Copernicus, Galileo, Kepler, Newton) and the significance of new
976 inventions (e.g., the telescope, microscope, thermometer, barometer).
977 3. Understand the scientific method advanced by Bacon and Descartes, the
978 influence of new scientific rationalism on the growth of democratic ideas,
979 and the coexistence of science with traditional religious beliefs.

980 **7.11 Students analyze political and economic change in the sixteenth,
981 seventeenth, and eighteenth centuries (the Age of Exploration, the
982 Enlightenment, and the Age of Reason).**

983 1. Know the great voyages of discovery, the locations of the routes, and the
984 influence of cartography in the development of a new European
985 worldview.

986 2. Discuss the exchanges of plants, animals, technology, culture, and ideas
987 among Europe, Africa, Asia, and the Americas in the fifteenth and
988 sixteenth centuries and the major economic, and social effects on each
989 continent.

990 3. Examine the origins of modern capitalism; the influence of mercantilism
991 and cottage industry, the elements and importance of a market economy
992 in seventeenth-century Europe⁴.

993 4. Describe the changing international trading and marketing patterns,
994 including their locations on a world map; and the influence of explorers
995 and map makers.

996 5. Explain how the main ideas of the Enlightenment can be traced back to
997 such movements as the Renaissance, the Reformation, and the Scientific
998 Revolution and to the Greeks, Romans, and Christianity.

999 6. Describe how democratic thought and institutions were influenced by
1000 Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu,
1001 American founders).

1002 7. Discuss how the principles in the Magna Carta were embodied in such
1003 documents as the English Bill of Rights and the American Declaration of
1004 Independence.